

# Encouraging Student Independence and Using Clear Learning Objectives

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**1. DIRECTIONS:** Read the advice from: *Ways to promote healthy independence in teens*. “Translate” that advice for the classroom

ADVICE FROM ARTICLE	TRANSLATION FOR THE CLASSROOM
a) give responsibility	
b) relax rules	
c) encourage interests; help them to achieve success	
d) let them make mistakes; help them to learn from these	
e) guide and advise; less prescribing,	
f) gradually stop providing pocket money and encourage the teenager to start taking responsibility for their own finances.	

<http://www.helium.com/tm/71562/teenagers-transition-stage-child>

## 2. DIRECTIONS:

Read the following sample list of objectives. Which list would you be most comfortable using as an instructor? Explain your choice.

### LIST 1

*Learners will*

- ◆ *repeat a dialogue between two colleagues about daily routines.*
- ◆ *complete the list of verb forms in present simple.*
- ◆ *read a passage about X and answer comprehension questions on the content*

### LIST 2

*Learners will be able to*

- ◆ *express daily routines in a role play*
- ◆ *use the present tense to express habits about themselves and others.*
- ◆ *demonstrate understanding of a reading passage by discussing the answers to comprehension questions*

### LIST 3

*The instructor will*

- ◆ *have students repeat a dialogue about daily routines*
- ◆ *assign the exercise on simple present for students.*
- ◆ *cover the reading passage on page X and have students do the comprehension questions following.*

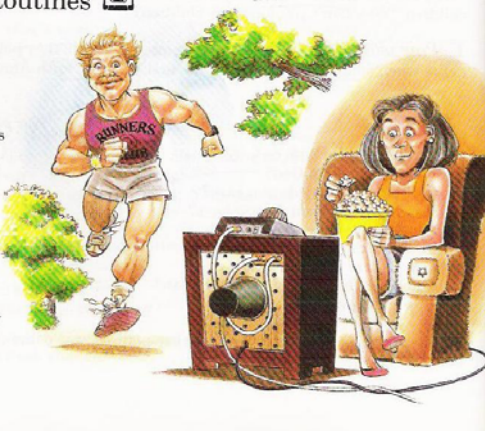
### 3. DIRECTIONS:

Look at the following dialogue. Explain to your partner/group how you would use it in class.

#### 2 CONVERSATION: Routines

Listen and practice.

- Marie: What do you usually do on your day off, Chuck?  
Chuck: Well, I always get up very early, around 5 o'clock. And I lift weights for an hour.  
Marie: You're kidding!  
Chuck: No, and then I usually run for about 2 hours.  
Marie: Wow! You really like to stay in shape.  
Chuck: And after that, I come home and eat a big breakfast. How about you?  
Marie: Oh, on my day off, I just watch TV all day. I guess I'm a real couch potato!



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source: Richards, J. (1995); *Interchange Students Book 1*. Cambridge CUP.

### 4. DIRECTIONS:

Write the learning objective that corresponds to the exercise below.

#### Exercises

##### 7.1 You are asking somebody questions. Write questions with **Do/Does** ... ?

1. I work hard. How about you? *Do you work hard?*
2. I play tennis. How about you? ..... you .....
3. I play tennis. How about Ann? ..... Ann .....
4. I know the answer. How about you? ..... the answer?
5. I like hot weather. How about you? .....
6. My father drinks coffee. How about your father? .....
7. I exercise every morning. How about you? .....
8. I speak English. How about your friends? .....
9. I want to be famous. How about you? .....



source: Murphy, Raymond (1994); *Basic Grammar in Use*. Cambridge: CUP

### 5. DIRECTIONS:

How would you use the passage below? Describe the activity(ies) and provide the corresponding learning objective(s).

READING: Read the passage below and answer the comprehension questions that follow.

Halloween is one of the most famous holidays in the U.S., and it is on October 31. People carve pumpkins and make funny faces on them. These are called "Jack-O-Lanterns." On October 31, children wear a special costume such as a witch, ghost, or clown. They go to many houses and they knock on the door saying, "Trick or Treat!" It means that if people don't give them a treat, they will play some kind of trick on the household. So, usually people give candy to them.

I carved my first Halloween pumpkin at my Friendship Family's house. First, I cut open the top of the pumpkin and pulled the seeds out. It was not good for me because it was sticky and smelled bad. I had never carved a pumpkin, so it was interesting for me. Next, I carved the eyes and the mouth. I wanted to make a face like a pirate. When I finished making the face, I put a candle inside. It was very beautiful, so I was happy.

I had a good experience because I learned one new idea about American culture by taking part in it. I think Halloween is an interesting American holiday that involves all family members and neighbors too!

Source: <http://www.lclark.edu/%7Ekrauss/toppicks/halloween1.htm>

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